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ABSTRACT

This practicum was implemented to assist teachers who were investigating the possibility of participation in school-based management shared decision-making initiatives at a local school level. The particular focus was to assist the teachers to make decisions based on knowledge and to supply information about the appropriate manipulation of time and tasks. An inservice activity was designed to identify the needs of the participants and respond to them in large and small groups as well as in individual sessions. An assessment instrument was used to determine the participants' perceptions of their information base. The 10-session inservice activity included topics such as national initiatives for professionalization of teaching, self assessment, stages of teacher development, preparation of a career life plan, and the organization of time and tasks. The inservice activity was evaluated using both written and oral questions. The participants indicated through their responses that the workshop sessions were valuable for each on an individual basis when making career choices. The suggestion was made that this information should be included in the inservice activities required for first year teachers. Evaluation instruments are appended. (Author/LLL)

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# BASIC SKILLS FOR PROFESSIONALIZATION: PREPARING TEACHERS FOR ALTERNATIVE JOB ROLES

by

Margaret B. Petersen

Cluster 30

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ABSTRACT

Basic Skills for Professionalization: Preparing Teachers for Alternative Job Roles. Petersen, Margaret B., 1990: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Inservice Education/Professional Growth/Stages of Development/Career Change/Professional Development/Professionalization/Time Utilization/School District Reorganization/Management Systems/Teamwork

This practicum was implemented to assist teachers, who were investigating the possibility of their participation in school-based management shared decision making initiatives at a local school level, to make decisions based on knowledge. An additional emphasis was to supply information about the appropriate manipulation of time and tasks.

An inservice activity was designed to identify the needs of the participants and respond to them in large and small groups as well as individual sessions. An assessment instrument was used to determine the participants' perceptions of their information base. The inservice activity included topics such as national initiatives for professionalization of teaching, self assessment, stages of teacher development, preparation of a career life plan, and the organization of time and tasks.

The inservice activity was evaluated using written and oral questioning. The participants indicated through their responses that the workshop sessions were valuable for each on an individual basis when making career choices. The suggestion was made that this information should be included in the inservice activities required for first year teachers.

# Chapter 1

## INTRODUCTION

### Description of Work Setting and Community

The school in which this practicum was implemented is in a suburb of a large metropolitan area. The school was beginning a middle school program with grades six, seven, and eight along with a ninth grade program which gives high school credit. The school population was 859 students, 53 teachers, three administrators, and 27 support personnel. The ethnic composition of the student body was 29 percent Black, 45 percent White, 24 percent Hispanic, and two percent Other.

At the school special emphasis was given to the basic skills and computer technology while working toward improvement in overall student achievement. The student standardized test scores showed a slow but steady rise from year to year; however the median scores on the subtests of the Stanford Achievement Tests were just slightly above the national average of 50th percentile. There was also a special program for drop-out prevention. Parents were an important part of the program at this school.

The school is part of a large school district which was a recognized national leader in the field of school-based management with teachers sharing the responsibility for governing their school in areas of their choosing. Participation in this program was encouraged by the school district but was determined by a vote of the teachers at each school site and the approval of the school administrator. Both the district administration and the union leadership were in favor of the participation of schools in the school-based management pilot and actively participated in the distribution of materials encouraging a positive vote at each school.

This district, in addition to this major commitment to teacher empowerment, was being impacted by a constant flow of students from other states and countries. This increase in student population caused two problems which required the commitment of resources at the district level to provide adequate housing and teachers. The need to attract thousands of new teachers each year influenced the district to further efforts to increase salaries and teacher empowerment. Teachers responded to the publicity to work in a district which established a policy of support for improving the lot of teachers so that they would remain in the classroom as a career option by providing the district with three applications for each available position.

Because of the national trend toward teacher empowerment and a local thrust for decentralization within the school

district, many of the local schools were developing models for shared decision making to support school-based management and/or teacher participation in a local career ladder. This school was considering the possibilities of participating in professionalization, shared decision making, and school-based management. As part of the preparation process, the school personnel needed some assistance in understanding the processes involved in accepting the responsibilities of shared decision making.

## Writer's Work Setting and Role

The writer was a district level employee who facilitated inservice activities for instructional personnel. As an inservice specialist, the writer, over a period of 10 years, designed inservice activities to meet the specific needs of schools, managed a teacher resource center, coordinated districtwide middle school inservice programs, established a process for placement of teacher interns, assisted teachers to renew their teaching certificates through using inservice credits, developed and implemented a process for reviewing and organizing a master plan for inservice activities as required by the state department of education, and trained teachers and administrators in techniques for employee involvement. The responsibilities for this position at the time of the practicum included coordinating two grants supplying technical

assistance to several school districts and coordinating the implementation of inservice activities requested by 52 middle schools being introduced to the middle school concept.

As a result of the writer's experiences in working with both school-based management schools and middle schools, several difficulties of expecting teachers trained to teach within a classroom environment to enthusiastically embrace roles associated with curriculum and school management became evident. Teachers who were anxious to become a part of the new professionalization movement were uncomfortable and requesting information and training to assist them with these new role expectations. This suggested the problem to be addressed in this practicum. The writer implemented the practicum solution with the approval of the school site administrator using a group of middle school teachers who volunteered to participate in the activities. These teachers anticipated their introduction to the professionalization of teaching by preparing for the necessity to make decisions regarding the extent of their individual participation.

# Chapter II

## STUDY OF THE PROBLEM

### Problem Description

The empowerment of teachers by encouraging them to participate in the management of schools as was recommended by the school board, union leaders, and district administrators was supported by the recommendations of the Carnegie Forum on Education and the Economy (1986). Their recommendation that teachers be treated as professionals to encourage the brightest and the best to enter the field of education as a life's work provided national support for the movement toward school-based management and shared decision making. As a presenter of techniques to support school-based management, the writer had been on programs with presenters from large and small school districts throughout the country who were involved in employee involvement, school-based management programs across the nation.

Throughout the school district, individual schools had indicated a preference for school-based management and shared decision making. The participation of teachers in professionalization activities added the responsibilities of

writing proposals, serving on decision making cadres, running meetings, developing action plans, leading groups of peers, and attending many meetings to their classroom teaching responsibilities. All of these additional tasks required time and organization skills that were different from the normal skills taught to teachers in preservice education. Teachers had not been provided with the information and training to understand what professionalization means to the individual teacher and how to consider what part to play in the planning and implementation of school-based management.

## Problem Documentation

Teachers who decided to participate in the process of developing school-based management in their schools were requesting assistance to develop those skills needed to meet the demands of these new responsibilities. At this time the only response had been the training which was given to five representatives from each school-based management school at the training conferences held each year. The conference agendas were designed from the requests of the school personnel for specific sessions to meet their school's needs. The writer orally surveyed 10 instructional and administrative personnel from eight schools to determine which skills would be the most useful to teachers who were beginning the school-based management, shared decision making process.

The 10 teachers and administrators from school-based management schools who were interviewed expressed serious problems with structuring time and developing the organizational skills needed by teachers to be adequate leaders of peers at the same time that they were carrying a full load of teaching responsibilities. These educators were asked the questions in the survey included in Appendix A. In response the educators stated that teachers were expected to be out of the classroom too much, that they had too many meetings, that there was too much time required before and after school, that they had been pressured to participate, that they didn't know what they were getting into before starting, that they were uncomfortable leading a meeting of peers, and that they did not know how to set up a meeting agenda that worked. When asked in what way they could be assisted by the writer or the center, the responses indicated a need for information about professionalization, time management, organizing of responsibilities, how to run meetings, and how to motivate peers to follow through on commitments.

The needs described by the educators involved in the implementation of the school-based management model had not been addressed by the district because there had been no inservice activities available that would specifically address these concerns. The lack of specific components in the state inservice plan to address this problem demonstrated the lack

of interest, commitment, and/or availability of instructors to provide this service to instructional personnel.

## Causative Analysis

The introduction of a national concern for improvement of education was a reaction to a number of reports of commissions and task forces indicating that the restructuring of education was necessary. These reports were based upon the premise that the empowerment of teachers, to include them in the decision making for better education, was the appropriate process for successful educational improvement. The call for educational reform was initiated with a report entitled "A Nation at Risk" which began in 1983 the national call for accountability and change in education (Pipho,1986). An assumption that quality in education was directly related to the excellence of the teachers produced (1) a redesign of the National Council for the Accreditation of Teacher Education (NCATE) criteria for the evaluation of teacher education preparation programs which strengthened the standards for excellence in the profession, (2) a report from the Holmes Group of research universities which called for a redesign of teacher education programs and teacher leadership in schools, and (3) the Carnegie Forum on Education and the Economy Task Force on Teaching as a Profession report, "A Nation Prepared: Teachers for the 21st Century", which

discussed the restructuring of schools with teachers providing active leadership (Sikula, 1986).

In response to these national concerns, the local school district had begun an initiative to support school-based management as a voluntary program. With 33 schools piloting the model for school-based management/shared decision making, the personnel of each school established a change in the way the school operated. In some schools teachers became involved in meetings that added many hours and additional tasks to an already busy schedule. In some schools teachers were assuming roles previously limited to administrators. Leading and influencing peers was now a required skill. There was not enough time to get all the new responsibilities completed and still be a committed classroom teacher with successful students.

Teachers were trained in preservice education courses to deal with curriculum and students. They were now being expected to know and use personal skills of being a team member, decision making, goal setting, organization, and time management. They had to run meetings efficiently and follow-up on action plans with their peers.

The reports which discussed teacher empowerment also recommended teacher training as necessary to assist teachers to accommodate to their new job roles (Tucker,Mandel, 1986). The experiences of the writer with those teachers who were implementing school-based management supported the position

that teachers needed training and were aware of this need. The need was not being met because of time, money, and organization constraints.

## Relationship of the Problem to the Literature

The Carnegie Forum on Education and the Economy (1986) produced a task force report which identified some aspects of teaching as a profession. In this report teachers were described as professionals who make decisions about their environment and share their expertise with other professionals. In order to accomplish this goal, the teachers would be part of a structure in which school employees would be hired to perform tasks according to skill and educational levels. Teachers needed to have the skills to operate successfully within this new structure.

In the report from the Institute for the Study of Educational Policy published in June of 1986 which dealt with the professionalization of the education profession, the history of teachers' quest for professional status is explored along with comparisons with the medical profession. Teachers have considered themselves members of a profession in writing since the establishment of a professional organization for education in 1857. The report discusses three approaches to the issue of professions - the traits, the functionalist, the process. It also includes descriptions of opinions of low

esteem that the lay community holds for those who teach. Over time teaching has been considered the refuge of those who could not be successful at other work. The current trend toward the professionalization of teachers and the restructuring of education is built on the premise that the members of the group can develop a professional image which will be accepted by the education community and the lay community as well (Soder, 1986).

In the Phi Delta Kappa Fastback discussing career ladders (Christensen, McDonnell, Price, 1988), the diversity of available nonclassroom job-roles for teachers was discussed with a strong emphasis that help was needed for teachers to be able to successfully assume these new roles. The Phi Delta Kappa Research Bulletin (Prince, 1988) described a process for achieving the reforming of a school district while keeping the school ecology in balance. The process includes a strong staff development component to support the retraining of teachers and administrators.

The Kappan Special Report (Pipho, 1986) provided an overview of the reform movement in the states showing that 200 to 300 task forces formed since 1983 have proposed numerous changes to support reform in education. Many of these changes included teacher training implications. The National Education Association (Weiss,1988) had sampled 2,000 teachers to identify their teaching conditions. This study included information on opportunities for professional

development. In this survey professional development was described as an effective source of job knowledge and skills. Of the teachers surveyed, 60 percent said they had no control over their staff development activities. The Association of Teacher Educators (1985) investigated the introduction of career ladders into teaching. This report stated that the career ladder provided support to on-the-job staff development. There was overwhelming evidence that any school, school district, or state which was encouraging a reform in education based upon an increase of teacher participation using a decision making process was creating an environment in which teacher needs would require professionalization staff development activities.

In the early 1980s the Toledo school system began its foray into the field of professionalization of teachers. Their first program of emphasis was peer review. This was based on the philosophy that a profession determines who practices within that profession. After a beginning that faced criticism and concern, the peer review program as it is practiced in Toledo has been considered successful and become a model for others (Lawrence, 1985). The Toledo Plan had two parts. The first concentrated on the new teachers in the system. The goal was to be certain that only competent and successful teachers were given contracts to teach within the district. The second focus was to identify those experienced teachers within the system who were considered incompetent.

These teachers received assistance from a peer who was trained to coordinate a program to meet the needs of the teacher identified as incompetent. The program was clearly defined and legally based with the support of the teacher and the administration unions (McCormick,1985).

The peer review model from Toledo was used in Cincinatti, Ohio when the union negotiated a peer review process. A basis for the success of this program was the acceptance that training was important as well as the establishment of specific evaluation criteria that was known to the teachers and a means for assisting the teacher to be successful. Any teacher who could be terminated through the system must be treated fairly if the decision is expected to be upheld when contested. Peer review can be successful (Lawrence, 1985).

The Professional Issues Committee on School Based Shared Decision Making for the St. Paul Public Schools reported to the school board in January of 1989. The report indicated that a pilot for school-based management would be initiated. The report included information about the research base for school-based management employee involvement and about some school systems in which these practices are being used. It also established the guidelines for the schools who would choose to participate in the two year program. Training was established as a major part of implementing the project for professionalization (The Professional Issues Committee, St. Paul Public Schools, 1989).

The Kansas City, Missouri Public Schools joined the systems implementing professionalization initiatives. Their plan was based on the developing of master teachers and administrators to provide a quality education for children. The plan included a base in staff development and peer review and was developed for a six year introductory period (Kansas City Public Schools, 1989).

Since the school which was the practicum site was indicating an interest in beginning professionalization, the teachers wanted to participate in inservice activities to prepare for their changing roles.

# Chapter III

## ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

### Goals and Expectations

This practicum enabled the instructional personnel in a selected school to engage in activities which would increase their skill in the areas of understanding professional development, using career life planning, developing time management, and creating a workable organization for participating in professionalization and teaching activities.

### Behavioral Objectives

After attending the inservice activities including workshop and/or individual sessions over a three month period, all eight teachers participating in the implementation of this practicum were expected to demonstrate a knowledge of the stages of teacher development, professional goal setting, and basic skills specific to the introduction of professionalization at the school site through information collected using final written and oral evaluation processes (Appendices B, C, and D).

On the Teacher Education Center evaluation form, five of the eight workshop participants were expected to rate the workshop as valuable by indicating the workshop was very good or excellent (Appendix E).

Of the eight participants, five were expected to recognize that teachers do go through stages of development during their professional lives and indicate that these stages of development are specific and useful by their answers to the questions on the final written and oral evaluations.

Five of eight workshop participants were expected to indicate an understanding of the basic skills of organization and time management and their usefulness in professional development by responding positively to questions 12 through 15 on the final evaluation and describing the importance of these skills in response to question 7 in the oral evaluation.

Five of eight participants in the workshop were expected to indicate the existence of a body of knowledge and information to describe and assist with professionalization of teachers by responding positively to statements 1 and 2 on the final evaluation and statements 1 through 3 on the assessment instrument.

Five of the eight workshop participants were expected to indicate that parts of the workshop were useful in their participation in professionalization activities when responding to the questions on the final oral evaluation.

## Measurement of Objectives

The objectives of this practicum were concerned with the reactions of the teachers who participated in the workshop and implemented the workshop skills which were expected to prepare those teachers to consider participation in and be prepared to successfully accept alternative job roles. The workshop was designed to introduce the teachers to the national aspect of the professionalization movement, the stages of development of teachers, the necessity of time and organization management for teachers participating in out-of-the-classroom roles, and the process of making the personal decisions about participation in professionalization activities. This workshop was presented using group and individual activities as needed and evaluated with both written responses and individual oral interviews.

Before beginning the workshop, the eight participants completed the assessment instrument in Appendix B. This evaluation indicated each individual's perception of his/her depth of knowledge in the areas of teacher empowerment and professionalization.

At the end of the workshop activities, the participant's reactions were judged as a result of three activities. One was the redoing of the assessment instrument in Appendix B. Another was the final evaluation from Appendix C. The third was the oral interview based on the questions in Appendix D.

The success of each objective was judged independently based upon the criteria for that objective. The responses to the oral interview determined whether the workshop would be reproduced as originally designed or if some changes were required to produce a workshop that would more fully meet the needs of teachers entering into new job roles as a result of the professionalization movement.

During the implementation of the practicum, the writer worked cooperatively at a school site with the administration and teachers on a voluntary basis. The instructional personnel expressed an interest in participating in the implementation of the solution; however, in any cooperative venture with varied participants there was opportunity for misunderstanding or miscommunication. Any such problems were described in the log of activities kept by the writer.

Observations from the teacher participants in the workshop were recorded for each group session of the workshop to evaluate the content and method of presentation. These observations were the basis for adaptations of the workshop as required to make it more effective. The observations of participants were incorporated in the journal kept by the writer.

The evaluation of the workshop and its content was based upon several types of data collection. There was a final evaluation series of statements that the participants reacted to by indicating true or false. In addition there was

information gathered by the writer through oral reactions from the participants to the evaluation statements from Appendix D. A third set of data was available from the assessment instrument which each participant completed prior to and at the conclusion of the workshop activities. The information from these sources was compared with the evaluation criteria stated in the measurement section of this proposal. These evaluations assisted the writer to determine the success of the workshop implementation to meet the needs of teachers who were meeting the challenge of professionalization.

# Chapter IV

## SOLUTION STRATEGY

### Discussion and Evaluation of Possible Solutions

The introduction of professionalization of teaching to a school system involves the introduction of change to a system that has long been static. Successful change requires the enthusiastic involvement of all factions involved.

Many articles discussing the empowerment of teachers and reviewed by the writer recommended that training is necessary for the successful implementation of the new job roles for teachers created by professionalization and career ladders. The professionalization initiatives begun in Miami, St.Paul, Cincinnati, Toledo, and Kansas City have all indicated in their writings that training is basic to the successful implementation of their programs. This emphasis on training has been encouraged by the national reports calling for the professionalization of teachers with employee involvement as a major part of the package to support the position of increased professionalization. The response to these calls for training was the basis for the selection of the solution strategy for this practicum.

In this school district with a major administrative and union commitment to the increase of the number of schools using school based management and shared decision making strategies for employee involvement, training was limited to a training conference with few teachers participating and some dollar support at school site for specific inservice designed for that school (Dreyfuss, 1989). The writer's experience as a professional in the field of human resource development, coordinating inservice activities, indicates a lack of knowledge about what to answer when the question, "What do you want?" or the question, "What will help you?" is asked. A more specific needs assessment or statements to respond to will more often produce the answers to the unasked question, "What do you need or want?" This experience enabled the writer to select a format for designing the inservice experiences delivered as the solution strategy in response to the expressed needs of teachers who were considering their personal decisions necessary before participation in a major non classroom project such as employee involvement in school based management activities.

Training offered at the school site to interested teachers was the first choice among solution strategies. Alternatives to this included having the teachers research the skills on their own or finding business oriented classes which would teach the appropriate skills. Other alternatives included teachers who could be appointed at each work site

to learn the appropriate skills and share this knowledge with the rest of the faculty or business trainers who could be employed by the school site to produce appropriate workshops to teach and reinforce organization and time management skills. Some of these possible solutions would be prohibitive in time and/or cost. Additionally, business trainers often do not understand the education system and cannot adjust the training to meet the needs of the participants.

## Description of Solution Selected

Based upon several reports published during the 1980s, education was in a period of change as shown by a serious discrepancy in where the educational system should be and where it was. One such report (Tucker, Mandel, 1986) was published by the Carnegie Forum on Education. This report encouraged the restructuring of schools as a basis for a professionalization movement for teachers.

The recommended restructuring called for a professional practice model as a possible solution to some of the critical problems of teachers who wanted an opportunity for professional advancement while continuing to teach. Other professionals have support staff to enable them to carry out their job responsibilities. Their time is available to learn and produce more effectively as their skills grow. They are also compensated for each increased skill level in their

development in the profession. Their skills are developed through study and practice. In the education profession, inservice should be funded to improve teacher productivity and student progress.

Another report (Murray, 1986) for reform was released by the Holmes Group. This report dealt with improving the training of the future teachers through a revision of preservice education. Unfortunately these deliberations, although well intended, were unable to assist those teachers currently practicing in schools.

The Education Standards Commission of the state of Florida prepared a report on the challenge of providing teachers for the state (1986). The report recommended many initiatives to mitigate the critical teacher shortages which were expected to increase over the following 10 to 15 years in that state. A number of teachers left the teaching profession because of the working conditions in the schools. Not only were teachers not paid a wage commensurate with education and time required, but the lack of true professional support for teachers encouraged them to leave the field of education.

The business community learned that people are a most important resource for any business (Peters, Waterman, 1982). This fact was one that the teaching profession did not learn well. Supporting teacher development through training activities which would enable them to accept new educational

roles was a way of providing a people building environment. This kind of school environment was described in a joint collaborative publication from Dade County Public Schools and the United Teachers of Dade, the teacher's union (1988). In this article, one of the local schools which was implementing a school-based management pilot was described by the individual teachers who were part of this exciting venture.

Spector (1989) provided some background about the kinds of skills a teacher must have to be a part of a change process. The book described the teacher developmental process beginning with entering the profession to becoming a truly self actualizing individual. The basis for life planning was also described in this book. Some of the strategies described in this book would be useful to a teacher who was looking at the possibility of participation in a professionalization or career ladder position and was a part of the solution strategy implemented for this practicum.

In order to combat the problem of providing support to teachers who were considering participation in school-based management shared decision making, the writer prepared and implemented an inservice activity based upon understanding professional development, using a career life plan, developing time management, and creating an organization plan for activities, at no cost and at the convenience of the participants. This support had not been previously available to this school or to its personnel..

## Report of Action Taken

This practicum solution was implemented by the writer during 10 sessions over a three month implementation period. The activities were carried out in a total group, small groups, and individual consultations. The opportunity to participate in these sessions was offered to those teachers at the selected school site who wanted to acquire the skills needed to participate in expanded professional roles at the school. All of the materials for the workshop content were prepared and provided by the writer. The participants were expected to commit to the completion of the 10 inservice activity sessions.

At the first workshop session which was a large group session, the participants and the instructor reviewed the possible contents for the inservice activity and the options available for large, small, and individual sessions. Since each participant was required to attend 10 hours of contact for the inservice credit for this seminar, a schedule was worked out so that each person received basic or more comprehensive information on the subjects available for the content of the workshop. The workshop included skill identification, goal setting, information, activities, feedback, and evaluation.

Session One was planned as an introduction to the outline of the workshop and the completion of the pre-inservice questionnaire to clarify the entry skill level and interest of each participant. A comprehensive schedule of activities was designed at this session. The second session was included in the outline as providing an overview of career ladders and professionalism and how they related to teaching and nonteaching roles. The third and fourth sessions were most interesting to all of the participants since they included the stages of professional development for teachers and the skill of developing a career life plan. The next session was planned for individual conferences with participants about their professional development plans. The seventh, eighth, and ninth sessions were organized around the investigation of the organization skills needed to creatively use time, space, paperwork, and techniques of decision making. The tenth session was used to complete the evaluation questionnaire and discuss the usefulness of the parts of the workshop presented and which additional skills might be included to meet the purpose of this inservice. The participants were most helpful in this respect since they were at that moment being required to make their personal decisions about participation in their school's school based management organization.

This sequence of events was determined by using a whole to part structure. The overview of professionalism and the determination of participation as well as the completion of

the pre-activity document were necessary for the first session to enable all to have the common perspective on what professionalization meant in this context. Knowledge of how teachers grow within the profession and how they react at different stages of their development was information essential to the implementation of the workshop content so this was considered appropriate for the second session. With the development of individual professional development plans, the content of the activities became more individualized and personal with each session developed to meet the specific requests of the participants. The writer was able to make these adjustments to the original outline for the workshop because there was a small group of individuals attending the sessions. Since this was a pilot for the use of the workshop and the writer had prepared many skill sections for the participants, variety could be offered to meet the percieved needs of the participants.

# Chapter V

## RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

### Results

Before beginning the workshop, the eight participants completed the assessment instrument in Appendix B. This evaluation indicated the depth of knowledge of the participants in the areas of teacher professionalization.

At the end of the workshop activities, the participants' reactions were judged as a result of three activities. One was the redoing of the assessment instrument in Appendix B. Another was the final evaluation from Appendix C. The third was the oral interview based on the questions in Appendix D.

The success of each objective was judged independently based upon the criteria for that objective. The responses to the oral interview determined whether the workshop would be reproduced as originally designed or if some changes were required to produce a workshop that would more fully meet the needs of teachers entering into new job roles as a result of the professionalization movement.

After attending the inservice activities including workshop and/or individual sessions over a three month period,

all eight teachers participating in the implementation of this practicum were expected to demonstrate a knowledge of the stages of teacher development, professional goal setting, and basic skills specific to the introduction of professionalization at the school site through information collected using final written and oral evaluation processes (Appendices B, C, and D).

On the Teacher Education Center evaluation form, five of the eight workshop participants were expected to rate the workshop as valuable by indicating that the workshop was very good or excellent (Appendix E). The eight participants who completed the workshop and applied for the inservice credit rated the workshop as excellent or very good and would recommend it to a colleague. These results showed that at a level 1 in evaluation, did you like the workshop and were the conditions satisfactory, this inservice activity would be considered to be successful.

Of the eight participants, five were expected to recognize that teachers do go through stages of development during their professional lives and indicate that these stages of development are specific and useful by their answers to the questions on the final written and oral evaluations. One of the most exciting aspects of the presentation of the stages of teacher development and the evaluation of this part of the workshop was the interest and surprise expressed by the participants both through their written and oral responses to

the pre and post assessments in addition to the animated discussion during the workshop session. As shown in Table 1 on page 32 all of the participants show through their responses to number four that they have experienced significant improvement in their understanding of the concept of stages and in the ability to use this information.

Five of eight workshop participants were expected to indicate an understanding of the basic skills of organization and time management and their usefulness in professional development by responding positively to questions 12 through 15 on the final evaluation and describing the importance of these skills in response to question 7 in the oral evaluation. Although their enthusiasm was less for the parts of the workshop which dealt with the basic skills of time management and organization skills, the eight participants responded positively to the questions 12 through 15 and wrote statements supporting the usefulness of the methods presented during the workshop. During the oral interviews the participants stated that the information presented was necessary for teachers who were involved in activities other than those relating to the classroom.

Five of eight participants in the workshop were expected to indicate the existence of a body of knowledge and information to describe and assist with professionalization of teachers by responding positively to statements 1 and 2 on the final evaluation and statements 1 through 3 on the

assessment instrument. The participants indicated positive responses to statements 1 and 2 of the final evaluation and statements 1 and 2 on the assessment instrument; however, five of the eight participants responded with a negative response to statement 3 on the assessment instrument which related to the local initiative. This unexpected response will be discussed in the conclusion section of this report.

Five of the eight workshop participants were expected to indicate that parts of the workshop were useful in their participation in professionalization activities when responding to the questions on the final oral evaluation. Since all of the participants were anticipating their introduction into school-based management within the following school year, it was anticipated that they would respond positively when comparing the workshop activities to their usefulness for participation in school based management. The expectation was fulfilled when only one of the workshop participants indicated that a prior skill level had limited the amount of new information received during the professionalization sections of the activities. This individual had worked on a union task force and been exposed to more basic information on professionalization than a school site teacher would.

Table 1

Participant Responses to Assessment Instrument-Pre and Post

| Questions | | Participant Responses | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G | H |
| 1 | Pre | 1 | 4 | 1 | 4 | 1 | 1 | 4 | 1 |
| | Post | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 4 |
| 2 | Pre | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| | Post | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 3 | Pre | 4 | 4 | 1 | 1 | 5 | 4 | 4 | 1 |
| | Post | 4 | 3 | 3 | 3 | 5 | 3 | 3 | 3 |
| 4 | Pre | 4 | 1 | 1 | 1 | 4 | 1 | 1 | 1 |
| | Post | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | Pre | 4 | 2 | 1 | 3 | 5 | 2 | 2 | 2 |
| | Post | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | Pre | 4 | 4 | 4 | 4 | 2 | 2 | 2 | 2 |
| | Post | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 7 | Pre | 4 | 4 | 4 | 4 | 2 | 3 | 2 | 2 |
| | Post | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 8 | Pre | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| | Post | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 9 | Pre | 4 | 1 | 4 | 4 | 4 | 4 | 4 | 4 |
| | Post | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 10 | Pre | 1 | 4 | 4 | 4 | 1 | 3 | 2 | 3 |
| | Post | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 |

## Conclusion

The responses to the specific evaluation questions prepared prior to the beginning of the workshop indicated that all of the participants did respond positively to the workshop format and content and did receive the information with the intention of using the content to become more effective in participation in the local school-based management shared decision making professionalization initiative. The oral interviews with the participants did, however, become more specific and interesting than the written final evaluation and the assessment instrument. The log kept by the writer also revealed important information about the design and implementation of the inservice activity.

The one area in which participants indicated a negative response was the third statement in the assessment instrument. In the preworkshop assessment five participants indicated positive responses; however, in the postworkshop assessment, six participants had indicated negative responses to the local initiative being research based. The positive responses were explained by the exposure of those individuals to union information distributed at special union meetings. They were all actively involved in union activities. The remaining participants had received information about the research and national perspectives in the workshop and now questioned the basis for the local initiative which their responses to the

preworkshop assessment indicated they had accepted at that time. This response was a complete surprise to the writer who had not received questions about the relationship of the local to national information during that session of the workshop. This would indicate an area of professionalization that would require revision when reproducing the workshop.

Overall, the writer judged the activity to be a success at level 1, did you like the workshop, and at level 2, was it worthwhile for you and are you using the information. This was strongly indicated by the results of the instruments. The concern of the writer that the information from this workshop provide a better prepared group for the benefit of the local school and the system was not specifically addressed because of time limitations. However, this expectation was addressed during the oral interviews as a glance into the future.

All eight participants indicated that training was essential to prepare for any change effort. Three individuals indicated a concern with conflict needing to be resolved when team members are working together. The workshop session presented a process for group decision making; however their concern was the training needed by the leader to control the members of the group. This training is available on a consultant basis to the schools but not in the quantity necessary with follow-up at the site. This concern is a viable one which does require attention within the district.

The writer's log describes the session on

professionalization as being one which held the attention of the participants and created much discussion about the national concerns and pilots in teacher involvement and professional issues. The individual classroom teacher is expected to become involved in the local initiatives without the knowledge of the national perspective. This was the prevailing attitude of the participants. "Why didn't someone tell me?" was the question. However, the answer might well be, "Why didn't you listen?"

The writer's log also describes the discussion to determine priorities for the sessions. This variety was only possible because the size of the group was limited. With more participants this freedom of choice should be handled with a prior needs assessment and a workshop designed around the results or a list of alternatives with individuals registered prior to the first session. The time involved in this part of the first session was excessive in the opinion of the writer. The participants did not at that time have a process to facilitate the decision making. An alternative would be to use that session to teach the decision making process as long as the size of the group was small.

The most interesting and exciting part of the workshop was the section dealing with understanding yourself through the stages of teacher development and instruments assessing personal strengths. Each individual completed the instruments and prepared a personal development plan. The writer's log

describes the individual sessions with each participant discussing the results of the instruments and the use of the development plan. Each participant indicated that the plan would be helpful as an individual guide in developing the attitude and skills needed as a member of a true profession. They also stated that this information would be most useful for teachers who were beginning in the profession and should be a part of the inservice program for first year teachers.

Following the assessments the participants were more concerned about receiving instruction in time and organization management. Prior to this time they considered that those skills would be nice but not essential. The writer's log states that the individuals were more interested at that time than the answers to previous questions had indicated. The session used business techniques of management as the basis for organizing both time and tasks. In redesigning the workshop the writer would include case study examples for group and individual practice.

As originally designed this inservice activity was successful for both the writer and the participants. All enjoyed the workshop and considered it a learning experience. All of the participants stated that the skills identified and practiced during the workshop had been new to them. They had not been included in any of their previous college or inservice courses.

## Recommendation

Based upon the written and oral feedback from the participants and the log kept by the writer, this inservice activity is a valuable addition to those currently available within the local school district. However, the experiences of the writer support a decision for some restructuring of the design of the inservice activity by preparing it for delivery to larger groups. All of the content in the workshop was determined to be valuable; therefore, this workshop could be delivered to larger numbers with some minor adaptations in activities. Additional workshops could include other skill areas identified by these participants as valuable to teachers involved in professionalization activities.

## Dissemination

This workshop can be included in the professional workshops offered to teachers through the Teacher Education Center in the local school district. This would make the workshop available to local schools for on site inservice or to the district for the bi-monthly inservice calendar. Informaton about workshops being offered could be advertised through the local union paper and through other district newsletters prepared by the district to provide information to school involved in school based management activities. A

presentation at the state staff development conference would provide information about the workshop to all of the inservice specialists throughout the state. National staff development organizations also provide opportunities for informative presentations.

The administrative personnel responsible for the oversite of school based management initiatives have been informed of the availability of the workshop and have indicated an interest in reproducing it in the future.

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# APPENDIX A

## INTERVIEW QUESTIONS TO DETERMINE NEED

## Appendix A

### Interview Questions

1. Do you support the concept of school based management?
2. Has your school voted to participate in the pilot?
3. Do you as a teacher feel prepared to accept the responsibilities of participating in the roles of school based management?
4. Does your experience indicate to you that teachers are comfortable with participating in school based management, shared decision making?
5. What are the problems that teachers have when working in school based management?
6. What skills do teachers need to be successful in participating in school based management?
7. How can teachers be assisted to prepare for their successful participation in school based management?

# APPENDIX B

## PRE AND POST ASSESSMENT INSTRUMENT

## Appendix B

### Assessment Instrument

On the scale of 1-5 please respond to the following statements describing information about professionalization and the skills that will be helpful for teachers participating in nonclassroom job roles. The scale is as follows:

1 - I have no information about this topic.
2 - I strongly disagree with this statement.
3 - I disagree with this statement.
4 - I agree with this statement.
5 - I strongly agree with this statement.

1. The Carnegie Forum and the Holmes Group have had a strong positive influence on education policy for present and future educators.

2. During the eighties there have been hundreds of task forces established to study the education reform movement.

3. The local initiatives for education reform are research based.

4. There are research identified stages of development for teachers which describe where I am in my professional life.

5. I have a career life plan and know the steps I will take and the skills I will need to develop.

6. My time management skills are sufficient to handle my regular classroom responsibilities and participation in other job roles on the career ladder.

7. I have an organization for tasks and paperwork that allows me to be comfortable with my responsibilities.

8. I have a personal decision making process which helps me to weigh the facts before making crucial decisions.

9. I know a group decision making process based upon fact that will remove emotion from the issue and facilitate positive decision making.

10. I have a personal assessment of my abilities in skill areas which will help my professional and personal growth.

# APPENDIX C

# FINAL EXAMINATION

## Appendix C

### Final Evaluation

Please respond by indicating true of false for each statement.

1. Teaching is considered a profession.
2. Professionalization includes the empowerment of teachers.
3. When change is introduced, individuals recycle through the hierarchy of human needs.
4. Change will cause frustration and stress in individuals.
5. Teachers go through life stages in their professional life.
6. Teachers need to feel safe and valued to be encouraged to develop professionally.
7. The first year of teaching is an Induction Year for teachers.
8. There is a mid-career crisis stage in teacher development.
9. Teachers should consider learning, work, and leisure when making personal goals.
10. The discrepancy model uses what is and what you want to be as the basis for planning.
11. When changing focus on your strengths not on your weaknesses.
12. Organization means to manage time, paper, and people.
13. There are many individual choices when setting up on organizational plan.
14. Papers are processed using the TRAF process - Toss, Refer,Action, File.
15. Tasks are processed using the 4 D process - Drop, Delay, Delegate, Do.

# APPENDIX D

## ORAL INTERVIEW QUESTIONS

## Appendix D

### Evaluation Statements

1. Is training on professionalism and how it affects the individual teacher useful to a teacher facing the prospect of involvement in the change process to school based management?

2. How was the knowledge of the stages of teacher development useful to you as an individual?

3. When you read the aspects of the stages of development did you instantly put yourself into a stage or did that require some time to consider?

4. Did you make any changes in your self evaluation within the stages after discussion and reflection?

5. When in a teacher's professionsl life would the information about the stages of development by most useful? (include college and work)

6. What aspects and/or skills of self analysis are valuable for creating and testing individual creation and implementation of goals for professional development?

7. Are time and organization management of major importance to you in your present or future position? Explain.

8. Would you consider it valuable to have a list of skills to choose from for the second half of the workshop? (If yes, do you have recommendations?)

9. Which parts of the workshop would you consider valuable to prepare for alternative job roles within education? List.

10. Training in skills for professionalization are valuable because _____.

11. Additional comments about professionalization.

# APPENDIX E

## TEACHER EDUCATION CENTER EVALUATION FORM

NAME _____
(print)

In the section headed **Employee Number,** write your employee number. This number must be right justified. This means the last digit (numeral) of your employee number must be entered in the last column space on the right side. If necessary, write zero(s) to the left side of your number. Each of the six spaces should contain a numeral. Below each numeral you have written, "bubble" in the corresponding coded numeral.

**Please review the SAMPLE** **8315**

**SAMPLE**

| 0 | 0 | 8 | 3 | 1 | 5 |
|---|---|---|---|---|---|
| ● | ● | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | ● | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | ● | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | ● |
| 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | ● | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 |

**EMPLOYEE NUMBER**

| | | | | | |
|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 |

Instructions: **USE A NUMBER 2 PENCIL ONLY**

In each of the ten statements below select the response that best expresses your opinion. Using a number 2 pencil only, blacken completely the corresponding space on the right side of this evaluation form.

1. The presentation of the specific objectives for this inservice program was:
   A. Excellent B. Very Good C. Good D. Fair E. Poor — A B C D E

2. In terms of accomplishing the specific objectives, the inservice activities were:
   A. Excellent B. Very Good C. Good D. Fair E. Poor — A B C D E

3. As directly related to the specific objectives, the program content and the concepts presented were:
   A. Excellent B. Very Good C. Good D. Fair E. Poor — A B C D E

4. In terms of appropriateness and relevance to the specific objectives, the materials provided were:
   A. Excellent B. Very Good C. Good D. Fair E. Poor — A B C D E

5. The evaluation conducted to determine mastery of the specific objectives was:
   A. Excellent B. Very Good C. Good D. Fair E. Poor — A B C D E

6. Overall, I would rate this inservice program as:
   A. Excellent B. Very Good C. Good D. Fair E. Poor — A B C D E

7. My primary interest for participating in this inservice program was:
   A. Professional Growth B. Personal Growth — A B

8. The selection of this inservice program was influenced by:
   A. Administrative Recommendation
   B. Peer Recommendation C. Self — A B C

9. Earning master plan points for certificate renewal for my successful completion of this inservice program is important to me.
   A. Yes B. No — A B

10. I would recommend this inservice to a colleague.
    A. Yes B. No — A B

MIS-23146 (04-84)

FEED THIS DIRECTION

SCAN-TRON® FORM NO. 20857-DMTE

## INSERVICE PROGRAM EVALUATION FORM
## DADE-MONROE TEACHER EDUCATION CENTER

This inservice evaluation is conducted by the Dade-Monroe Teacher Education Center in accordance with the Dade County Public Schools approved Master Plan for Inservice Education and meets the requirements of the Florida State Department of Education. Successful completion of this inservice program requires the participant to complete all sections of this evaluation form. Please check the accuracy of the information you have coded on the reverse side of this form in order to ensure a prompt and a correct recording of your inservice credit.

Please use the space below to write any comments you may wish to make regarding this inservice program.

**COMMENTS:**

**BUREAU OF STAFF DEVELOPMENT**
**DADE COUNTY PUBLIC SCHOOLS**
**MIAMI, FLORIDA**



MIS-23146 (04-84)